

READY OR NOT? OER WORKSHOPS AT 3 SOUTH AFRICAN UNIVERSITIES

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Ready or Not? OER workshops at 3 South African Universities

By Glenda Cox and Henry Trotter
(University of Cape Town)



GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries
by better understanding the use and impact of OER

August 2013 - February 2017

PROJECT CLUSTERS

OER
Desktop Review

OER Survey

Academics'
adoption of OER

Teacher educators'
adoption of OER

OER
adoption in one
country

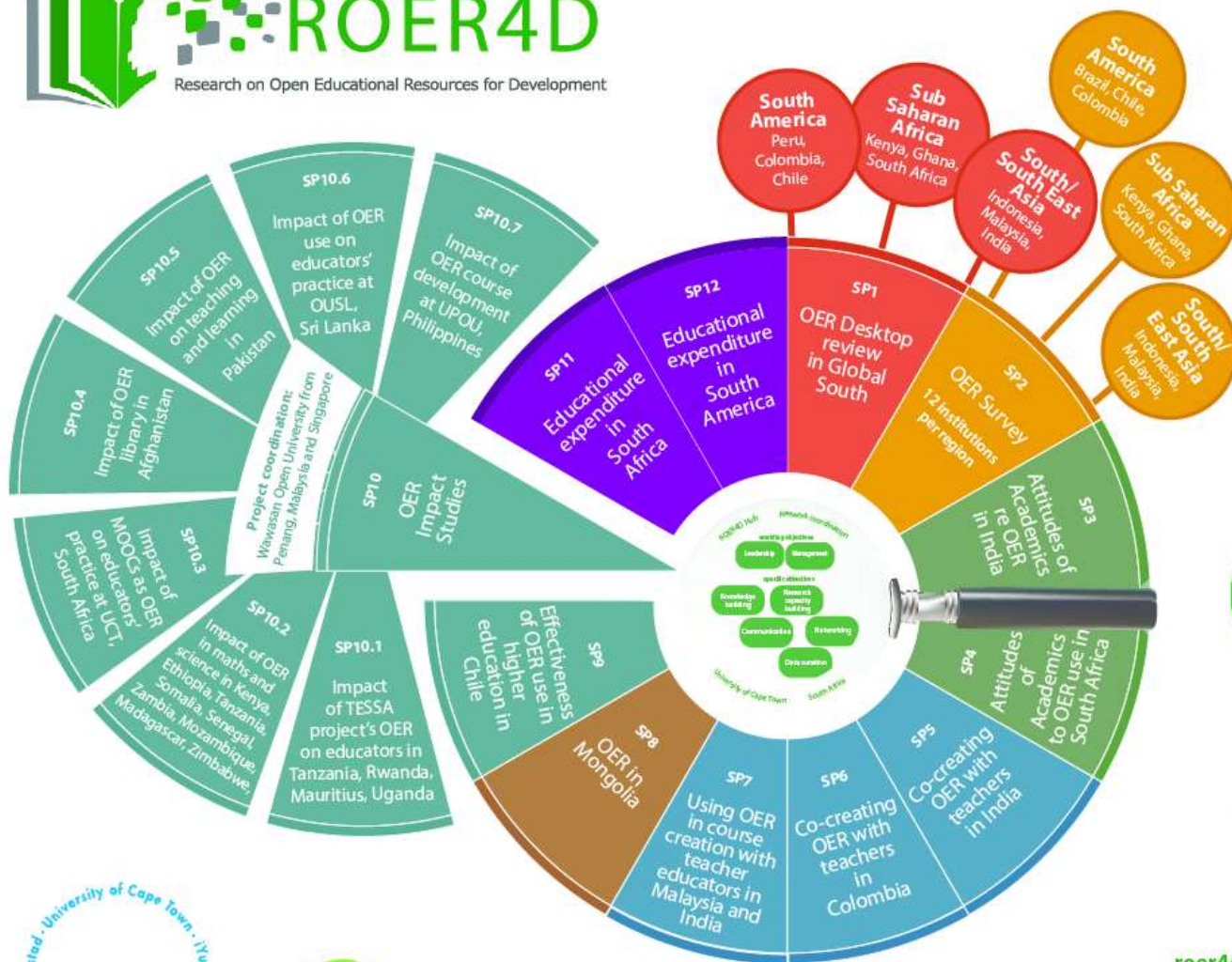
OER impact
studies

Baseline
educational
expenditure

roer4d.org

twitter.com/roer4d

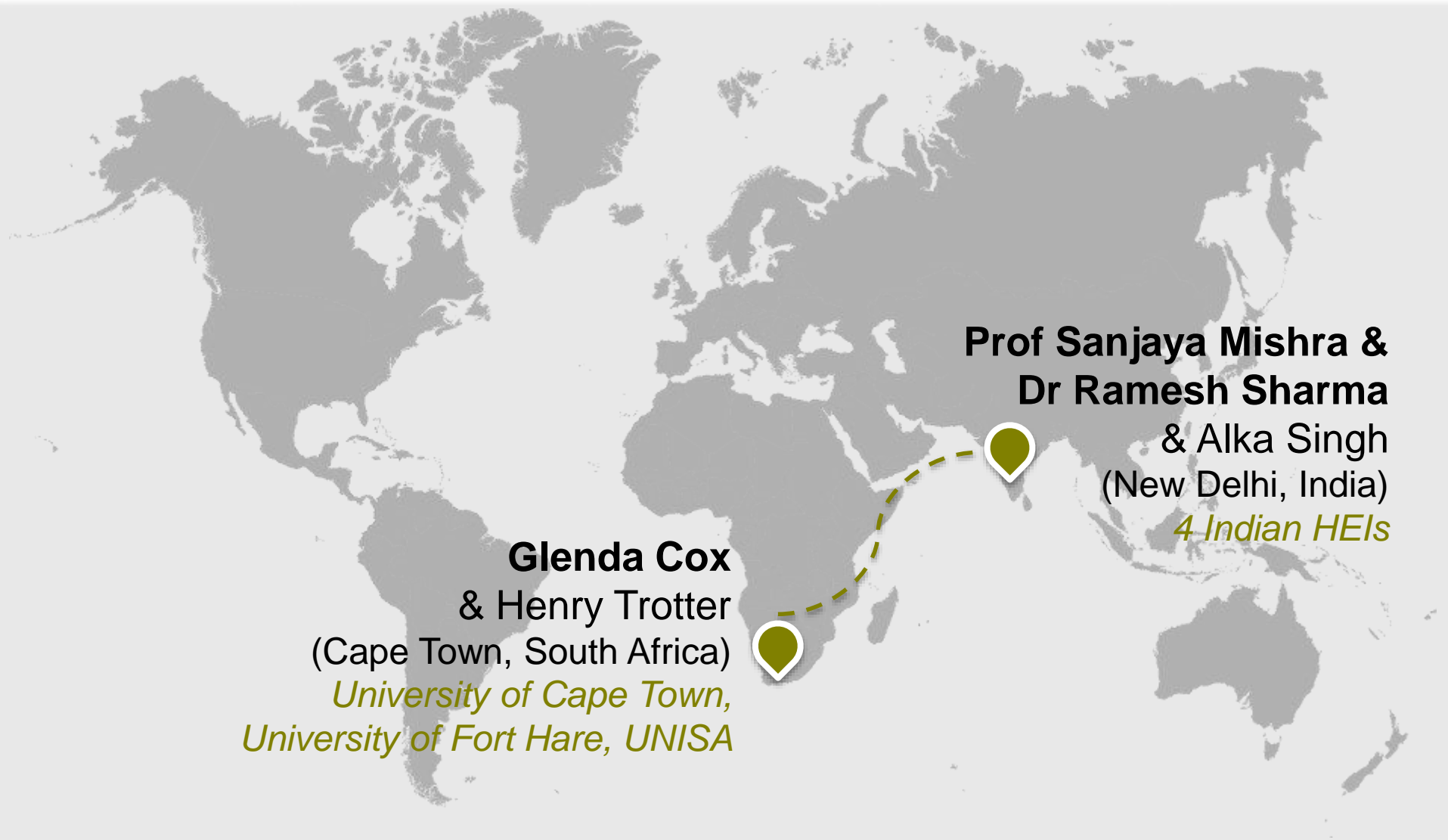




18 sub-projects (SPs)
86 researchers & associates
26 countries
16 time zones



Sub-Projects 3 & 4: Academics' adoption of OER



Research into the Social and Cultural acceptability of Open Educational Resources (OER) in the Global South (South Africa)

Glenda Cox

Senior Lecturer, Centre for Innovation in Learning and Teaching (CILT), University of Cape Town

Henry Trotter

Researcher, CILT

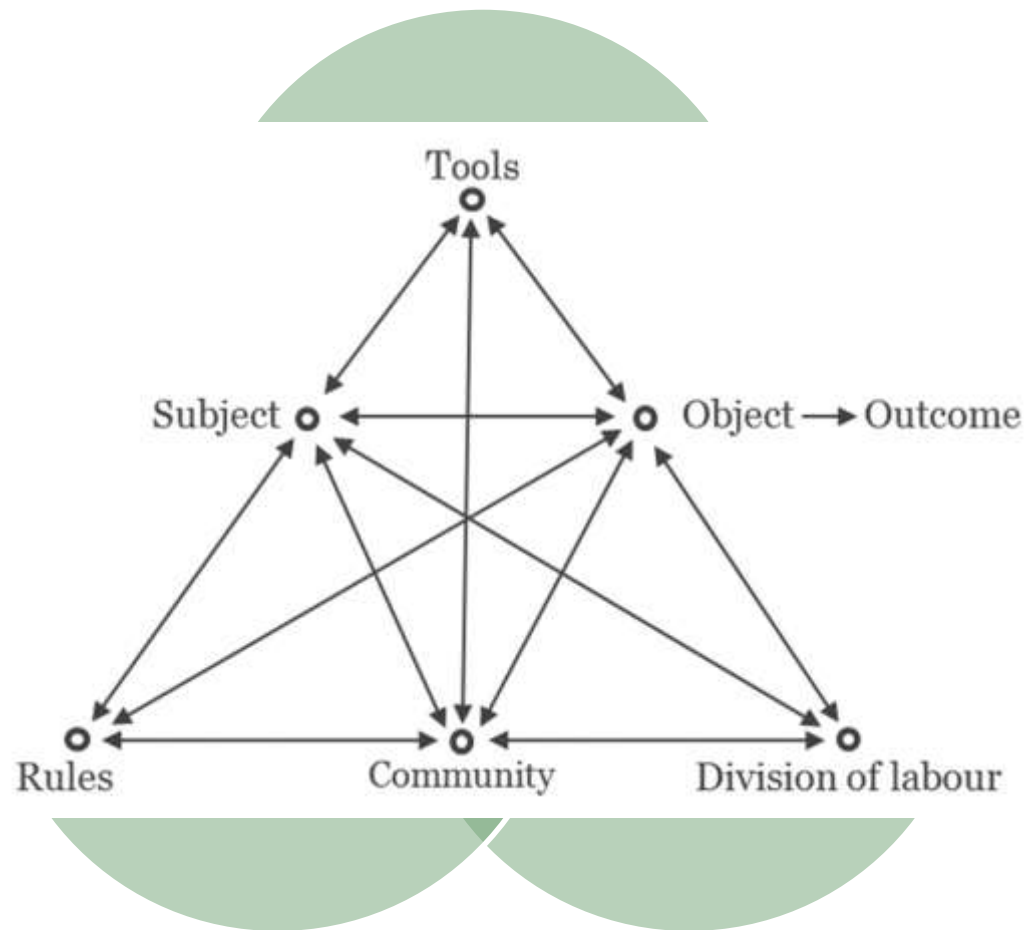
Research question/questions

Why do people contribute or refuse to contribute OER and what are the conditions under which OER, contribution and use, would be considered socially and culturally acceptable?

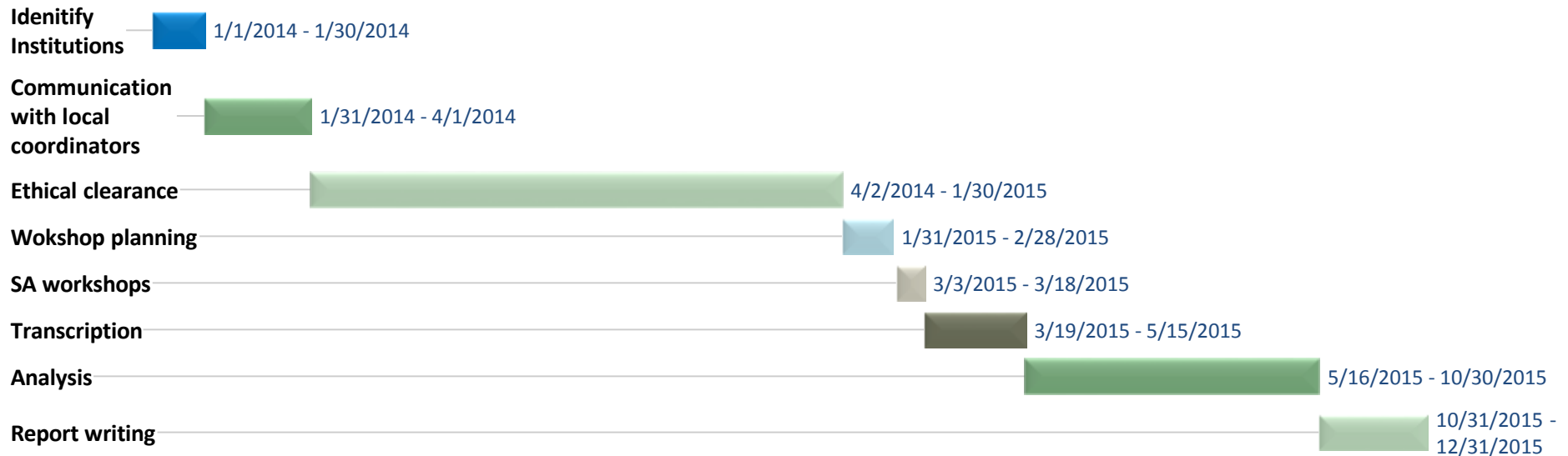
South Africa/India comparison



Development and data collection



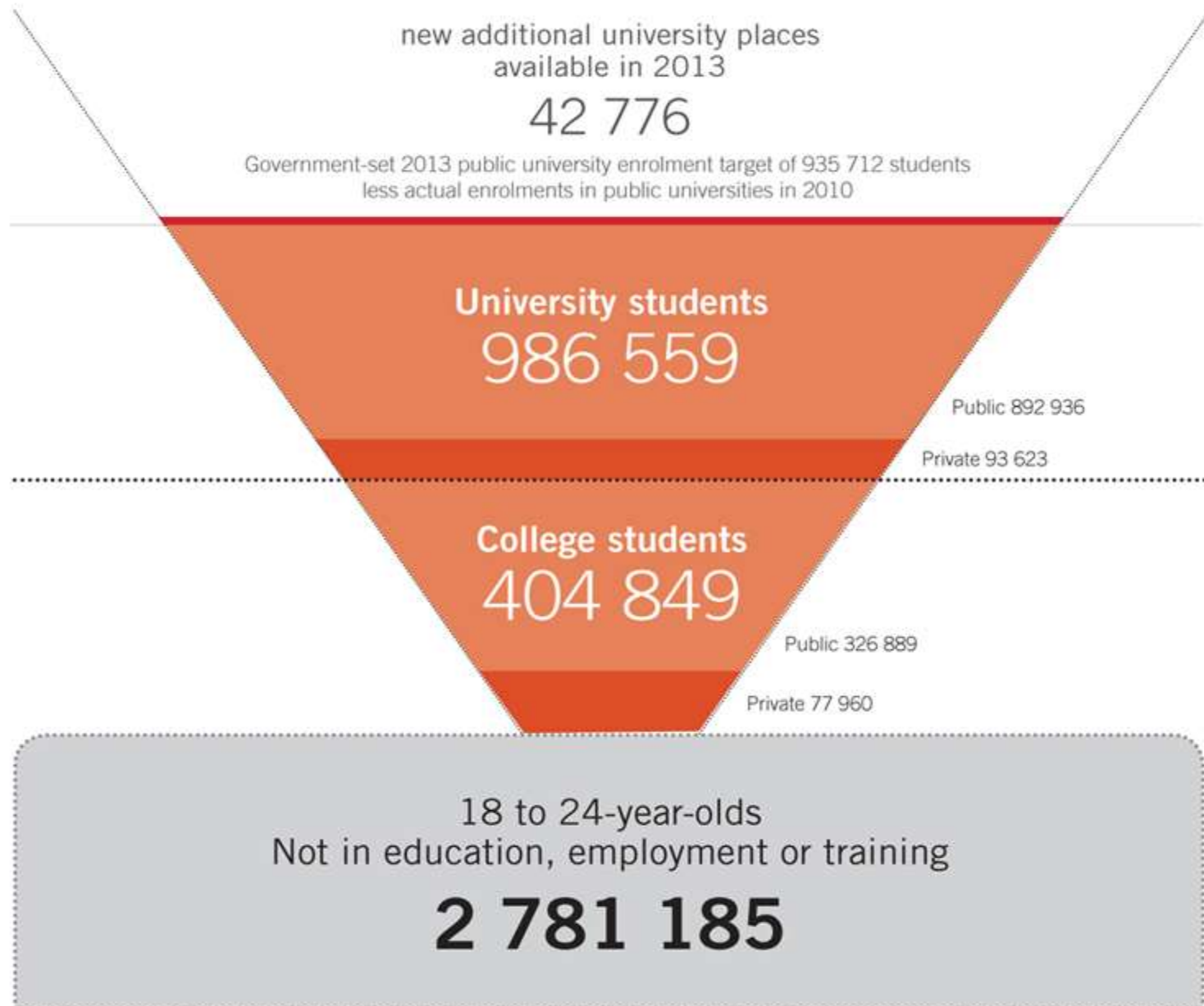
Timeline



Selecting South African institutional partners

South Africa

- 26 public higher education institutions (3 new ones last year)
- Varied focus some more vocational or technical
- 11 traditional (variable quality and access to resources)
- Number of students: 938210 (2011)

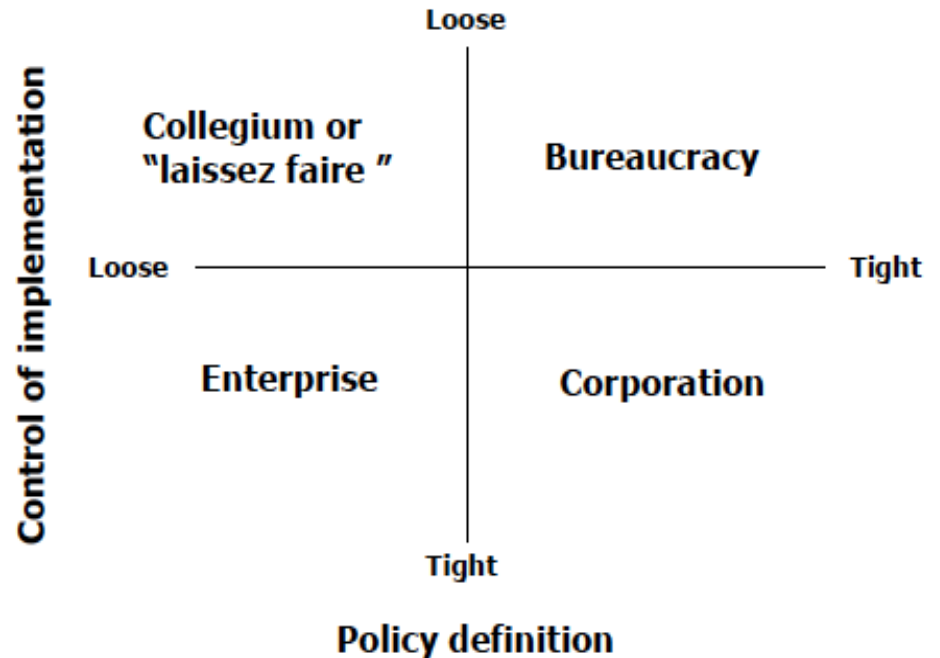


Selecting institutional partners

- Urban/rural
- Distance/residential
|
- OER platform or
not

Management styles

Organisational
cultural types
(McNay 1995)



South African institutions

| University of Cape Town (UCT) | University of Fort Hare | University of South Africa (UNISA) |
|-------------------------------|-------------------------|------------------------------------|
| Residential | Residential | Distance |
| 26 000 students | 11 000 students | 400 000 students |
| Urban | Rural | Dispersed |
| Traditional | Traditional | Comprehensive |
| Collegial | Bureaucratic? | Bureaucratic |



Methodology

- Identify a local co-ordinator
- Ethical clearance
- Visit to India to observe a workshop

Maulana Azad National Urdu University





Conduct workshops and interviews and administer surveys.

Expectations as insiders and outsiders
Seen and unseen

UCT expectations and challenges

- Open agenda since 2007
- We have an Open Access repository (2014) and previously had an Open Content (2010) directory.
- Anticipated poor attendance
- Insufficient incentive to attend

University of Cape Town: Part 1



University of Cape Town: Part 2



University of Cape Town : WHO

| | Number |
|----------------|--------|
| Students | 1 |
| Academic staff | 4 |
| Other staff* | 2 |
| Non-UCT | 5 |
| Librarians | - |
| | |
| TOTAL | 12 |

*Researchers/course facilitators

South African institutions

| University of Cape Town (UCT) | University of Fort Hare | University of South Africa (UNISA) |
|-------------------------------|-------------------------|------------------------------------|
| | Residential | |
| | 11 000 students | |
| | Rural | |
| | Traditional | |
| | Bureaucratic? | |



Fort Hare expectations and challenges

- No OER at Fort Hare
- Very little previous contact
- Initial conversations with local coordinator were very encouraging
- Very poor communication due to email system failing and power outages for up to 2 weeks!
- Climbed on the plane hoping....

Fort Hare Day 1 (9.30am)



Fort Hare Day 1(10.30 am)



Fort Hare

| | Number |
|----------------|--------|
| Students | 4 |
| Academic staff | 3 |
| Other staff* | 1 |
| Non-UFH | |
| Librarians | 3 |
| | |
| TOTAL | 11 |

* Research unit manager

South African institutions

| University of Cape Town (UCT) | University of Fort Hare | University of South Africa (UNISA) |
|-------------------------------|-------------------------|------------------------------------|
| | | Distance |
| | | 400 000 students |
| | | Dispersed |
| | | Comprehensive |
| | | Bureaucratic |



UNISA expectations and challenges

- Previous contact
- Open Access drive
- Policy to encourage OER
- Bureaucratic mine field (felt from the outside)
- Lecturers produce course materials (materiality)

University of South Africa



University of South Africa

| | Number |
|----------------|--------|
| Students | 0 |
| Academic staff | 14 |
| Other staff* | 5 |
| Librarians | 0 |
| | |
| TOTAL | 19 |

*Support staff, UNISA Press, PVC office

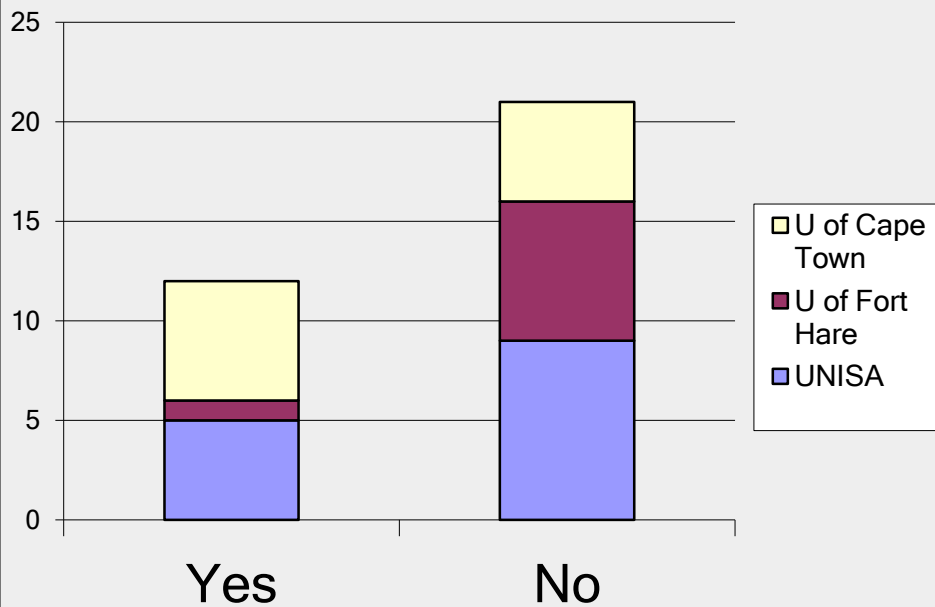
Attitude Survey

Print Survey Code (for each respondent)

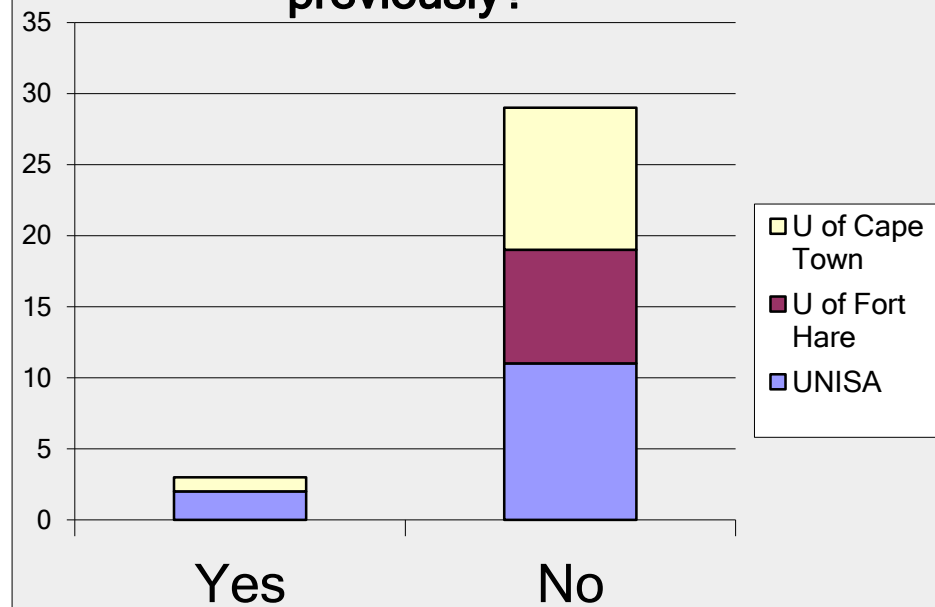
| Institution | | | | Response Count |
|--------------------------|-------------------|-------------------|-------|-------------------|
| Answer Options | U of Cape Town | U of Fort Hare | UNISA | |
| | 11 | 9 | 14 | 34 |
| <i>answered question</i> | | | | 34 |
| <i>skipped question</i> | | | | 0 |

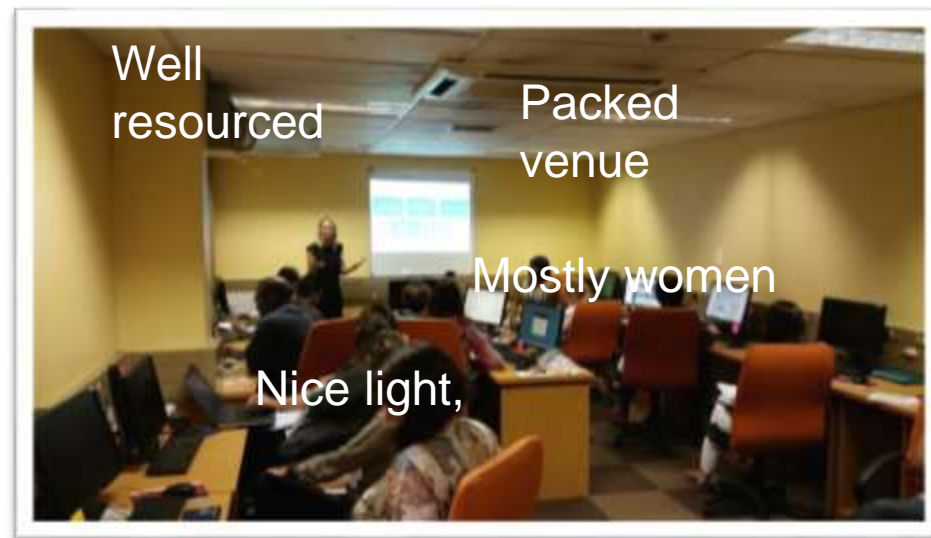
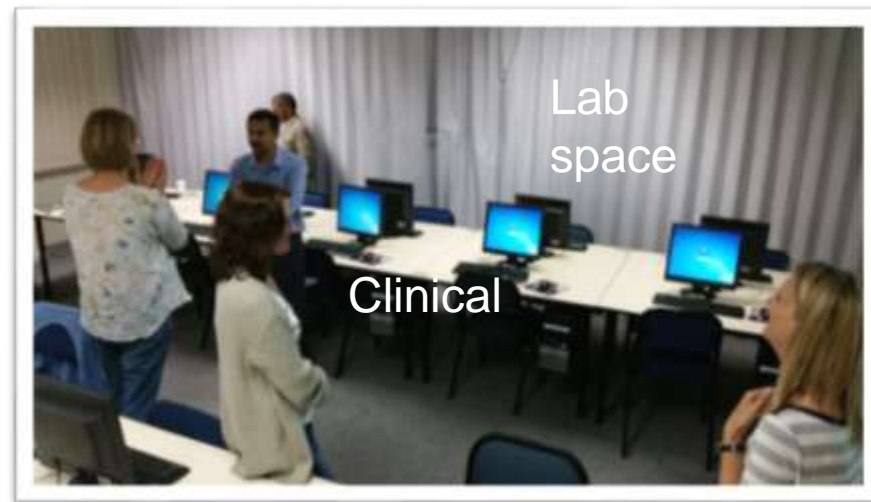
Attitudes Survey

Have you used OER previously?



Have you contributed OER previously?





Who is not ready? And who are we to decide this?

No impact where we felt we would like to make an impact


A real challenge to unravel the complexities of these institutions in SA and India

Next 7 months

Analysis of Survey data

Analysis of the Interviews

Comparison of some key findings across SA and India



**"Education is the great engine
of personal development."**

Nelson Mandela

UNISA

